

Cambridge International AS & A Level

SOCIOLOGY**9699/12**

Paper 1 Socialisation, Identity and Methods of Research

May/June 2025**MARK SCHEME**

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **18** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Social Science-Specific Marking Principles
(for point-based marking)****1 Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require n reasons (e.g. State two reasons ...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
- f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

| Annotation | Meaning |
|---|---|
| BOD | Benefit of the doubt given / the point is just about worthy of credit |
| E1 | Explanation of the point |
| E2 | Explanation of why it is a strength / limitation |
| EXP | Development / description of the point |
| EVAL | Evaluation point |
| DEV | Developed point |
| GEN | General point using sociological material but not applied to the question |
| IR | Point is irrelevant to the question |
| J | Juxtaposition of point |
| M | Material used to support the point |
| NAQ | Not answered question |
| REP | Repetition |
| SEEN | This material receives no credit, additional points not required |
| TV | Too vague |
|  | Point that has been credited |
|  | Incorrect response |
|  | Irrelevant material |

| Annotation | Meaning |
|-----------------|---------------------------|
| On-page comment | On page comment |
| Highlighter | Identification of a point |

| Question | Answer | Marks |
|----------|---|-------|
| 1 | <p>Describe <u>two</u> features of a laboratory experiment.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Used to test a hypothesis. • Follows the principles of the scientific method. • Used to find cause and effect relationships/identify correlations. • Takes place in an artificial environment. • Researcher manipulates variables – control and experimental groups. • Experiments are designed to be replicated – repeated by other researchers. • They typically collect quantitative data. • Controlled environment. • Increased demand characteristics / change of behaviour as they are aware that they're being observed within the laboratory experiment. • Any other appropriate point. <p>Reward a maximum of two features. For each feature of a laboratory experiment, up to 2 marks are available:</p> <p>1 mark for identifying a feature.</p> <p>1 mark for describing the feature of a laboratory experiment.</p> <p>(2 × 2 marks)</p> | 4 |

| Question | Answer | Marks |
|----------|---|-------|
| 2(a) | <p>Explain <u>two</u> reasons why some social groups are difficult to study.</p> <p>Indicative content</p> <ul style="list-style-type: none"> Some groups may not want to be studied, e.g. those engaged in criminal activities. Difficulties making contact with a suitable sample, e.g. because a sample frame does not exist. Differences of age, gender, class, ethnicity, status between the researcher and the group. Legal / ethical constraints may limit research with some groups, e.g. young children. Practical problems, e.g. keeping contact with groups who are difficult to track such as the homeless. Any other appropriate point. <p>Reward a maximum of two reasons. Up to 4 marks are available for each reason.</p> <p>1 mark for making a point / giving a reason (e.g. people engaged in criminal activity may be difficult to study).</p> <p>1 mark for explaining that point (e.g. because they may be reluctant to reveal their criminal activity to people they don't trust).</p> <p>1 mark for selecting relevant sociological material (e.g. gatekeeper required to introduce them to the group).</p> <p>1 mark for explaining how the material supports the point (e.g. to help gain the trust of the group so that they open up to the researcher).</p> <p>(2 × 4 marks)</p> | 8 |

| Question | Answer | Marks |
|----------|---|-------|
| 2(b) | <p>Explain <u>two</u> strengths of online questionnaires.</p> <p>Indicative content</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Questionnaires are convenient and accessible (as compared to postal and face-to-face questionnaires). • Less researcher bias / more objective / no interviewer effect. • Flexible design – complex types of surveys with different response formats. • High in reliability / easily replicable as each person answers exactly the same questions. • Ease of codifying / quantifying answers. • Can make use of large sample – representative; data is more generalisable. • Allows for easy comparisons to be made, patterns and trends to be identified. • Easy to analyse data (if closed). • Quick / cheap to administer – does not require a trained interviewer. • Can collect both qualitative and quantitative data / able to ask open and closed questions. • Anonymity. • Any other appropriate strength. <p>Note: Allow strengths that apply to all types of questionnaires, not just specifically online ones.</p> <p>Reward a maximum of two strengths. For each one, up to 3 marks are available:</p> <p>1 mark for identifying a strength of online questionnaires (e.g. convenient and accessible).</p> <p>1 mark for explaining why this method has this strength (e.g. can be completed by respondents at their own pace in their chosen time).</p> <p>1 mark for explaining why it is a strength (e.g. this may increase response rates).</p> <p>(2 × 3 marks)</p> | 6 |

| Question | Answer | Marks |
|----------|--|-------|
| 3(a) | <p>'The peer group is the most important influence in shaping age identity.'</p> <p>Explain this view.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • The role of 'peer pressure' with suitable examples and / or references to age subcultures – approval / disapproval in respect of style, attitude, taste etc. • Examples of informal social sanctions in respect of expectations and attitudes toward age-based behaviour (e.g. ostracism / exclusion from the group). • The age identity of a peer group is particularly important in certain settings, such as schools, the workplace, clubs and closed institutions (e.g. prisons). • Evidence that peer groups may reinforce age-based identities – peers are overwhelmingly based on membership of similar age cohorts. • Any other relevant point. <p>Note: Other identities e.g. gender, class, ethnicity may be used to illustrate points, but the focus needs to be on age. All ages may be considered.</p> <p>Levels of response</p> <p>Level 3: 8–10 marks</p> <ul style="list-style-type: none"> • Good knowledge and understanding of the view that the peer group is the most important influence in shaping age identity. The response contains two clear and developed points. • Sociological materials such as concepts, theories and evidence, will be used to support both points. The material selected is appropriate and focused on the question with its relevance made clear. <p>Level 2: 4–7 marks</p> <ul style="list-style-type: none"> • Some knowledge and understanding of the peer group is the most important influence in shaping age identity. The response contains one clear and developed point and one relevant but underdeveloped point. • Sociological material is used to support at least one point. The material selected is appropriate but not clearly focused on the question or its relevance is not being made clear. <p>Level 1: 1–3 marks</p> <ul style="list-style-type: none"> • Limited knowledge and understanding of the view that the peer group is the most important influence in shaping age identity. The response contains one relevant but underdeveloped point and one (or more) points related to the general topic rather than the specific question. • Any supporting material lacks focus on the specific question. <p>Level 0: 0 marks</p> <ul style="list-style-type: none"> • No response worthy of credit. | 10 |

| Question | Answer | Marks |
|----------|---|-------|
| 3(b) | <p>'The peer group is the most important influence in shaping age identity.'</p> <p>Using sociological material, give <u>one</u> argument against this view.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Peer group has greater impact on other identities e.g. gender in relation to educational success. • Youth peer groups may have much greater impact on identity than other age-based peers. • Deterministic explanation i.e. the influence of the peer group may be exaggerated, e.g. many individuals do not necessarily conform. • Evidence of changing attitudes toward age as a factor in identity formation. • Youth peer groups are not cohesive and fixed social groups, with clear identities, styles and lines of division between them; they have floating memberships for particular rituals like clubbing (neo-tribalism). • Explanation that laws by the state give extra rights and responsibilities at defined ages that define a person's age identity, more influential than the peer group. • Within peer group influence, some members are more influential than others – the group as a whole is not the main influence. • Role of other agents of socialisation relative to the influence of the peer group, e.g. others may be more or less influential or that it is too simplistic to isolate the power of one agent as the most significant. • Any other relevant argument. <p>Note: With these arguments, responses need to explain why an agent is a more important influence than the peer group e.g. primary socialisation may be more fundamental in forming core values than peers; the context of peer behaviour often takes place in a school setting.</p> <p>Levels of response</p> <p>Level 3: 5–6 marks</p> <ul style="list-style-type: none"> • One clear and developed argument against the view that the peer group is the most important influence in shaping age identity. • Sociological material, such as concepts, theories and evidence, is used to support the argument. The material selected is appropriate and focused on the question with its relevance made clear. <p>Level 2: 3–4 marks</p> <ul style="list-style-type: none"> • One clear but underdeveloped argument against the view that the peer group is the most important influence in shaping age identity. • The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear. | 6 |

| Question | Answer | Marks |
|----------|---|-------|
| 3(b) | <p>Level 1: 1–2 marks</p> <ul style="list-style-type: none">• One point disagreeing with the view that the peer group is the most important influence in shaping age identity, which is undeveloped or lacking clarity.• Any supporting material lacks focus on the specific question. <p>Level 0: 0 marks</p> <ul style="list-style-type: none">• No response worthy of credit. | |

| Question | Answer | | Marks | | | | | | | | | | | | |
|--------------------------|--|---|-------|-------------------------------|-------------------------|--------|--|---|--------------------------|-----------------------------------|-----------------------|-------------------|----------------------------------|---|----|
| 4 | <p>Evaluate the view that female identity is very different from fifty years ago.</p> <p>Indicative content</p> <table border="1"> <thead> <tr> <th></th> <th>In support of the view</th> <th>Against the view</th> </tr> </thead> <tbody> <tr> <td>Points</td><td> <ul style="list-style-type: none"> • Evidence of new female identities forming. • Evidence that female identity may be changing in response to 2nd and 3rd wave feminist thinking, challenging earlier manifestations of feminist thinking. • Evidence of changing socialisation patterns, e.g. family, education. • Changes to female priorities, for example in relation to work and family focus. • Evidence of gender fluidity challenging traditional notions of identity. • Changing representations of female identity (media). • Any other appropriate point. </td><td> <ul style="list-style-type: none"> • Evidence of traditional female identities persisting. • Socialisation largely still traditional. • Workplace inequalities remain. • 'New' female identities are less common in some parts of the world. • Female identity is not uniform and can be modified by age, ethnicity and class. • Right-wing influences using social media to resist moves away from traditional female identity. • Some females reject recent concepts of female identity, e.g. trad-wife. • Biological explanations that counter the socially constructed narrative. • Any other appropriate point. </td></tr> <tr> <td>Research evidence/theory</td><td>Sharpe, Connell, Wilkinson, Hakim</td><td>Oakley, Connell, Mort</td></tr> <tr> <td>Relevant concepts</td><td>Assertive femininity; 'ladettes'</td><td>Patriarchy, determinism, social control, normative/passive femininity</td></tr> </tbody> </table> <p>The above content is indicative and other relevant approaches to the question should be rewarded appropriately.</p> | | | In support of the view | Against the view | Points | <ul style="list-style-type: none"> • Evidence of new female identities forming. • Evidence that female identity may be changing in response to 2nd and 3rd wave feminist thinking, challenging earlier manifestations of feminist thinking. • Evidence of changing socialisation patterns, e.g. family, education. • Changes to female priorities, for example in relation to work and family focus. • Evidence of gender fluidity challenging traditional notions of identity. • Changing representations of female identity (media). • Any other appropriate point. | <ul style="list-style-type: none"> • Evidence of traditional female identities persisting. • Socialisation largely still traditional. • Workplace inequalities remain. • 'New' female identities are less common in some parts of the world. • Female identity is not uniform and can be modified by age, ethnicity and class. • Right-wing influences using social media to resist moves away from traditional female identity. • Some females reject recent concepts of female identity, e.g. trad-wife. • Biological explanations that counter the socially constructed narrative. • Any other appropriate point. | Research evidence/theory | Sharpe, Connell, Wilkinson, Hakim | Oakley, Connell, Mort | Relevant concepts | Assertive femininity; 'ladettes' | Patriarchy, determinism, social control, normative/passive femininity | 26 |
| | In support of the view | Against the view | | | | | | | | | | | | | |
| Points | <ul style="list-style-type: none"> • Evidence of new female identities forming. • Evidence that female identity may be changing in response to 2nd and 3rd wave feminist thinking, challenging earlier manifestations of feminist thinking. • Evidence of changing socialisation patterns, e.g. family, education. • Changes to female priorities, for example in relation to work and family focus. • Evidence of gender fluidity challenging traditional notions of identity. • Changing representations of female identity (media). • Any other appropriate point. | <ul style="list-style-type: none"> • Evidence of traditional female identities persisting. • Socialisation largely still traditional. • Workplace inequalities remain. • 'New' female identities are less common in some parts of the world. • Female identity is not uniform and can be modified by age, ethnicity and class. • Right-wing influences using social media to resist moves away from traditional female identity. • Some females reject recent concepts of female identity, e.g. trad-wife. • Biological explanations that counter the socially constructed narrative. • Any other appropriate point. | | | | | | | | | | | | | |
| Research evidence/theory | Sharpe, Connell, Wilkinson, Hakim | Oakley, Connell, Mort | | | | | | | | | | | | | |
| Relevant concepts | Assertive femininity; 'ladettes' | Patriarchy, determinism, social control, normative/passive femininity | | | | | | | | | | | | | |

Levels of response

The maximum mark for **Question 4** is 26.

Examiners should award up to 8 marks for A01, up to 8 marks for A02, and up to 10 marks for A03.

| Level | AO1: Knowledge and Understanding | Marks |
|-------|---|-------|
| 4 | <ul style="list-style-type: none"> Good knowledge and understanding of the view that female identity is very different from fifty years ago. The response contains a range of detailed points with good use of concepts and theory / research evidence. | 7–8 |
| 3 | <ul style="list-style-type: none"> Reasonable knowledge and understanding of the view that female identity is very different from fifty years ago. The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence. | 5–6 |
| 2 | <ul style="list-style-type: none"> Basic knowledge and understanding of the view that female identity is very different from fifty years ago. The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence. | 3–4 |
| 1 | <ul style="list-style-type: none"> Limited knowledge and understanding of the view that female identity is very different from fifty years ago. The response contains only assertive points or commonsense observations. | 1–2 |
| 0 | <ul style="list-style-type: none"> No knowledge and understanding worthy of credit. | 0 |

| Level | AO2: Interpretation and Application | Marks |
|-------|---|-------|
| 4 | <ul style="list-style-type: none"> The material selected will be accurately interpreted, well developed and consistently applied to answering the question. | 7–8 |
| 3 | <ul style="list-style-type: none"> The material selected will be accurate and relevant but lacks either some development or clear application to the question. | 5–6 |
| 2 | <ul style="list-style-type: none"> The material selected is relevant to the question but is not applied accurately or has limited development. | 3–4 |
| 1 | <ul style="list-style-type: none"> There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question. | 1–2 |
| 0 | <ul style="list-style-type: none"> No interpretation and application worthy of credit. | 0 |

| Level | AO3: Analysis and Evaluation | Marks |
|-------|--|-------|
| 5 | <ul style="list-style-type: none"> Very good analysis / evaluation of the view that female identity is very different from fifty years ago. The evaluation is clear, explicit and sustained. | 9–10 |
| 4 | <ul style="list-style-type: none"> Good analysis / evaluation of the view that female identity is very different from fifty years ago. The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments that female identity is not changing (opposite view to that expressed in the question). | 7–8 |
| 3 | <ul style="list-style-type: none"> Some analysis / evaluation of the view that the extent to which female identity is very different from fifty years ago. There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that female identity is not changing (opposite view to that expressed in the question). | 5–6 |
| 2 | <ul style="list-style-type: none"> Basic analysis / evaluation of the view that the extent to which female identity is very different from fifty years ago. There is an attempt to consider more than one side of the debate or one simple point suggesting that female identity is not changing (opposite view to that expressed in the question). | 3–4 |
| 1 | <ul style="list-style-type: none"> Limited analysis / evaluation of the view that female identity is very different from fifty years ago. Any analysis or evaluation is incidental, confused or simply assertive. | 1–2 |
| 0 | <ul style="list-style-type: none"> No analysis and evaluation worthy of credit. | 0 |

| Question | Answer | | Marks | | | | | | | | | | | | | | |
|--------------------------|---|--|---|-------------------------------|-------------------------|--------|---|--|--------------------------|------------------|--|--|-------------------|---|--|---|----|
| 5 | <p>Evaluate the use of structured interviews in sociological research.</p> <p>Indicative content</p> <table border="1"> <thead> <tr> <th></th><th>In support of the view</th><th>Against the view</th></tr> </thead> <tbody> <tr> <td>Points</td><td> <ul style="list-style-type: none"> • High in reliability – use of standardised questions (links to positivism). • Good response rate. • Ease of codifying answers and creating statistical, comparable data. • Less interviewer bias as the questions are pre-set. • No requirement for highly trained / skilled interviewers. • Cost and time efficient compared with many other methods (e.g. data can be analysed by computer). • Overcomes problems with illiteracy. • Any other appropriate point. </td><td> <ul style="list-style-type: none"> • Interviewer effect: teams of researchers may produce variations in response depending on their interviewer characteristics. • Questions with limited options to choose from. • Potential for respondent misinterpretation of questions. • Low validity, structured interviews omit detail and depth (links to interpretivism). • Those who respond to structured interviews may be a self-selecting group, leading to a lack of representativeness. • Limited opportunity to develop empathy and rapport with the interviewee (part of the interpretivist critique of structured interviews). • Practical: cost and time consuming compared to questionnaires. • Any other appropriate point. </td></tr> <tr> <td>Research evidence/theory</td><td colspan="2">Durkheim, Popper</td><td>Weber, examples of studies using qualitative methods</td></tr> <tr> <td>Relevant concepts</td><td colspan="2">Positivism, scientific approach; replicable, social facts; hypothesis</td><td>Interpretivism, agency, realism, validity, verstehen, rapport</td></tr> </tbody> </table> <p>The above content is indicative and other relevant approaches to the question should be rewarded appropriately.</p> | | | In support of the view | Against the view | Points | <ul style="list-style-type: none"> • High in reliability – use of standardised questions (links to positivism). • Good response rate. • Ease of codifying answers and creating statistical, comparable data. • Less interviewer bias as the questions are pre-set. • No requirement for highly trained / skilled interviewers. • Cost and time efficient compared with many other methods (e.g. data can be analysed by computer). • Overcomes problems with illiteracy. • Any other appropriate point. | <ul style="list-style-type: none"> • Interviewer effect: teams of researchers may produce variations in response depending on their interviewer characteristics. • Questions with limited options to choose from. • Potential for respondent misinterpretation of questions. • Low validity, structured interviews omit detail and depth (links to interpretivism). • Those who respond to structured interviews may be a self-selecting group, leading to a lack of representativeness. • Limited opportunity to develop empathy and rapport with the interviewee (part of the interpretivist critique of structured interviews). • Practical: cost and time consuming compared to questionnaires. • Any other appropriate point. | Research evidence/theory | Durkheim, Popper | | Weber, examples of studies using qualitative methods | Relevant concepts | Positivism, scientific approach; replicable, social facts; hypothesis | | Interpretivism, agency, realism, validity, verstehen, rapport | 26 |
| | In support of the view | Against the view | | | | | | | | | | | | | | | |
| Points | <ul style="list-style-type: none"> • High in reliability – use of standardised questions (links to positivism). • Good response rate. • Ease of codifying answers and creating statistical, comparable data. • Less interviewer bias as the questions are pre-set. • No requirement for highly trained / skilled interviewers. • Cost and time efficient compared with many other methods (e.g. data can be analysed by computer). • Overcomes problems with illiteracy. • Any other appropriate point. | <ul style="list-style-type: none"> • Interviewer effect: teams of researchers may produce variations in response depending on their interviewer characteristics. • Questions with limited options to choose from. • Potential for respondent misinterpretation of questions. • Low validity, structured interviews omit detail and depth (links to interpretivism). • Those who respond to structured interviews may be a self-selecting group, leading to a lack of representativeness. • Limited opportunity to develop empathy and rapport with the interviewee (part of the interpretivist critique of structured interviews). • Practical: cost and time consuming compared to questionnaires. • Any other appropriate point. | | | | | | | | | | | | | | | |
| Research evidence/theory | Durkheim, Popper | | Weber, examples of studies using qualitative methods | | | | | | | | | | | | | | |
| Relevant concepts | Positivism, scientific approach; replicable, social facts; hypothesis | | Interpretivism, agency, realism, validity, verstehen, rapport | | | | | | | | | | | | | | |

Levels of response

The maximum mark for **Question 5** is 26.

Examiners should award up to 8 marks for A01, up to 8 marks for A02, and up to 10 marks for A03.

| Level | AO1: Knowledge and Understanding | Marks |
|-------|--|-------|
| 4 | <ul style="list-style-type: none"> Good knowledge and understanding of the use of structured interviews in sociological research. The response contains a range of detailed points with good use of concepts and theory / research evidence. | 7–8 |
| 3 | <ul style="list-style-type: none"> Reasonable knowledge and understanding of the use of structured interviews in sociological research. The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence. | 5–6 |
| 2 | <ul style="list-style-type: none"> Basic knowledge and understanding of the use of structured interviews in sociological research. The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence. | 3–4 |
| 1 | <ul style="list-style-type: none"> Limited knowledge and understanding of the use of structured interviews in sociological research. The response contains only assertive points or commonsense observations. | 1–2 |
| 0 | <ul style="list-style-type: none"> No knowledge and understanding worthy of credit. | 0 |

| Level | AO2: Interpretation and Application | Marks |
|-------|---|-------|
| 4 | <ul style="list-style-type: none"> The material selected will be accurately interpreted, well developed and consistently applied to answering the question. | 7–8 |
| 3 | <ul style="list-style-type: none"> The material selected will be accurate and relevant but lacks either some development or clear application to the question. | 5–6 |
| 2 | <ul style="list-style-type: none"> The material selected is relevant to the question but is not applied accurately or has limited development. | 3–4 |
| 1 | <ul style="list-style-type: none"> There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question. | 1–2 |
| 0 | <ul style="list-style-type: none"> No interpretation and application worthy of credit. | 0 |

| Level | AO3: Analysis and Evaluation | Marks |
|-------|--|-------|
| 5 | <ul style="list-style-type: none"> Very good analysis / evaluation of the use of structured interviews in sociological research. The evaluation is clear, explicit and sustained. | 9–10 |
| 4 | <ul style="list-style-type: none"> Good analysis / evaluation of the use of structured interviews in sociological research. The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments against the use of structured interviews in sociological research. | 7–8 |
| 3 | <ul style="list-style-type: none"> Some analysis / evaluation of the use of structured interviews in sociological research. There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points against the use of structured interviews in sociological research. | 5–6 |
| 2 | <ul style="list-style-type: none"> Basic analysis / evaluation of the use of structured interviews in sociological research. There is an attempt to consider more than one side of the debate or one simple point against the use of structured interviews in sociological research. | 3–4 |
| 1 | <ul style="list-style-type: none"> Limited analysis / evaluation of the use of structured interviews in sociological research Any analysis or evaluation is incidental, confused or simply assertive. | 1–2 |
| 0 | <ul style="list-style-type: none"> No analysis and evaluation worthy of credit. | 0 |